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ABSTRACT

A series of articles is presented on teaching and learning in Utah community and technical colleges. After an editorial comment by J. Marvin Higbee on the goals and purposes of the Utah Association of Community Colleges, V. Lowell Hansen discusses the role of the technical instructor in the information society of the 1980's. Next, Ace G. Pilkington presents the advantages and difficulties encountered in Dixie College's interdisciplinary team-taught course, "Utopias in Life and Literature." Following Greg Clark's presentation on the objectives and outcomes of Snow College's program for teaching college-level English to high school seniors, Roselyn Kirk discusses Utah Technical College at Salt Lake's (UTC/SL's) course to prepare students for careers as professional writers. Heber Moulton then describes UTC/SL's course "Accountants' Use of the Computer." Janice R. Fauske's article defines developmental education and discusses its place in today's educational arena. After Roger G. Baker reports on Snow College's study comparing the achievement of remedial-eligible students in regular and remedial classrooms, Ray H. Beckett, Jr. outlines the qualities of a good funding proposal and identifies alternative funding sources for community colleges. Finally, Vaun Waddell highlights changes in the state of Utah and their implications for community colleges. (HB)

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FOCUS:

A FORUM ON TEACHING AND LEARNING IN UTAH COMMUNITY AND TECHNICAL COLLEGES

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FOCUS

A Forum on Teaching and Learning in Utah Community and Technical Colleges

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EDITORIAL COMMENT

UTAH ASSOCIATION OF COMMUNITY COLLEGES

Dr. J. Marvin Higbee

Since the initial publication of FOCUS in September of 1982, the two-year colleges in Utah have identified sufficient areas of commonality to warrant establishment of the Utah Association of Community Colleges. About the same time, the Board of Regents took a most significant forward-looking step by designating the five two-year colleges in Utah, including the two technical colleges in Provo and Salt Lake, as community colleges. In taking this action, the Regents declared:

In order to respond to regional demands and expectations, the state's five two-year institutions should function as comprehensive community colleges, providing for a broad range of vocational-technical as well as general education and transfer offerings leading to Associate of Arts, Associate of Science, and Associate of Applied Science degrees, certificates, and diplomas. Role assignments will generally be linked to community needs. Because basic community needs tend to be the same throughout the state, a relatively homogenous program of instruction will become manifest at all the state's community colleges, particularly those in general education. Costly programs or those based on uneven demands ordinarily should not be duplicated. Further distribution of course offerings can be accomplished as needed through educational outreach opportunities to citizens in geo-

graphically isolated areas.

These statements coupled with other events, such as the currently increasing positive public visibility of the mission of community colleges, places the newly formed association in a posture of making a solid contribution to future education and training in Utah.

The mission of the five two-year colleges should emphasize flexibility, practicality, and serviceability. The two technical colleges, while assuming a responsibility for providing general education, should maintain their orientation toward business and industry in order to respond to the rapidly changing requirements for skilled workers in a variety of contexts, including both standard and critical industries. Geographical accessibility should be an important consideration in admission policies established by the institutions, and open access should generally prevail.

The Association is committed to the following goals and purposes at the outset:

1. To promote community college education in the State of Utah;
2. To increase the effectiveness of community college education in the State of Utah through appropriate joint action of member institutions;
3. To assess, articulate, and address needs common to the community colleges in providing service to the citizens of Utah;
4. To formulate, review, and recommend policies, procedures, and practices to the Commissioner and/or to the Utah State Board of Regents;

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5. To provide leadership in seeking solutions to matters of community college concern; and
6. To provide a forum for community college administrators, faculty, and staff to review and assess major issues, concerns, and problems which confront the community colleges of the State of Utah.

It should be noted that these purposes were not adopted in a vacuum or in an effort to be self-serving; rather, they were developed to fill an increasingly demanding role in Utah postsecondary education, serving both the traditional and nontraditional educational expectations of our citizens.

The community college, from the very out-

set of its evolution in America, and now in Utah, has existed to serve the needs of a broad spectrum of people whose educational and training requirements range from university parallel instruction to vocational training and career updating and include lifelong learning for personal growth and enrichment. The community college does not aspire to emulate the role of the university but desires to remain an open admissions institution serving all those who can profit from the education and training provided. A vibrant system of community colleges in Utah will greatly augment and support the universities and four-year colleges without impinging on their important roles of exploring the frontiers of knowledge and scholarship as well as basic and applied research.

The Information Society and the Technical Instructor: Challenge of the Eighties

V. Lowell Hansen

Governor Scott M. Matheson, at the conference sponsored by the State Board of Education and State Board of Regents, "High Schools and Higher Education in Utah: Working Together for Quality," described society as its major occupational roles shift from an industrial base to an information society. This reshaping of society and the accompanying problems and opportunities are everywhere apparent. It has oft been stated that the future of society lies in an information and service based high-tech economy. The trends are unmistakable and only the die-hard remains unconvinced that this is indeed the case.

Most Jobs Vocational

With this in mind, even a casual review of future job requirements and the types of jobs to be available reveals that a vast majority of new jobs will be vocational in nature. This means that the jobs require training beyond high school but do not require baccalaureate degrees. The figure given in studies from the State Advisory Committee for Vocational Education is 80 percent vocational to 20 percent professional for new Utah jobs. Unfortunately, measures taken in the past and many of those proposed for the future by the educational community go wide of the mark. Unless a conscious effort is made to correct inherent problems, we may arrive at the future ill-prepared for its obvious challenges and opportunities.

An information society based on high technology is nothing more than people using high speed transportation and complex information processing equipment to provide goods and services. The underlying need in such a society is a reliable system of daily operation, maintenance, and repair to keep the sophisticated equipment in working order. This premise is what gives us the 80-20 percent spread in the new job picture. Society will need a vast army of technically trained people with the knowledge and skills to operate, maintain, and repair the machines and equipment which will make the information-based society possible. Most of these people will require education and training beyond high school levels, but not to the levels required for a traditional degree. In addition, their training will be somewhat different from either traditional liberal education or current vocational training.

Historically, universities have provided the research and knowledge necessary to invent and build our complex technological society, while the skills required to operate, maintain, and repair the machines of society were obtained through on-the-job training or apprenticeship programs. In the information-based society, this system is proving inadequate. Manual skills are more and more becoming subordinate to extensive technical knowledge coupled with well-developed manipulative skills. The knowledgeable technician with extensive technical training and

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skills is the predominant figure in the information society.

Universities are typically in the knowledge business and are well adapted to address the 20 percent professional job requirement of the information society. Today's highly skilled and knowledgeable technician is increasingly the product of the community or industry-based vocational education institution, either public or private, not the university. The challenge to these institutions is to provide quality vocational programs with an increased emphasis on broadening the education that the technical student needs.

Artificial Separation

One of the greater fallacies of our time is the artificial separation of blue collar and white collar occupations, of vocational and liberal arts education. It is a fallacy that we can ill afford. Outdated perspectives of vocational education dating from the somewhat incorrigible student who was assigned to the "school shop" class because he didn't fit anywhere else have cost dearly. For example, the jet aircraft mechanic with highly developed skills and extensive knowledge makes decisions and takes actions equally as critical, complex, and potentially many times more serious in terms of human life than those made by a surgeon. There are differences, but is it desirable for a society to promote one and neglect the other?

Educational institutions, particularly public ones, have generally segregated vocational training and traditional general education. Arguments over "turf" and the funding associated therewith have generally given Utah a much higher funding ratio for traditional versus vocational education. This is an exact opposite of the 80-20 percentage vocational versus professional job picture.

Traditional educators decry the watering down of education and call for a return to basics. Others adamantly oppose any vestige of general education in vocational institutions. Both these guardians of the educational status quo may include dinosaurs living

past the end of their allotted geologic age. The liberal arts institutions will invariably decline until they grasp the necessity of making liberal arts education relevant in a technical economy. Vocational institutions will continue to produce technically skilled but marginally educated people until they grasp the necessity of broadening technical programs to include some liberal arts. It must be stated, however, that the most narrowly educated student is found today not in vocational programs, but in the traditional liberal arts programs where the separation of skill from knowledge has been fastidiously accomplished by those who act as caretakers of those areas. And like the caretakers of cemeteries, they will eventually preside only over the dead.

General Education Needed

This must not happen. The technician of today and of the future desperately needs a well-founded general education in addition to skilled technical training. The technician must know as well as do, and the liberal arts student must learn to do as well as know. Any other alternative is unacceptable if life quality is to be attained and maintained. Efforts to "purify" the liberal arts, to return to traditional "basics," and to "clarify" the dividing line between vocational and liberal education will prove self defeating.

Critical thought processes developed in general education areas are vital to an information society. Unfortunately, traditional education systems build an artificial wall for the impatient, mechanically oriented, technical student. The abilities necessary to read and understand technical information may be developed in a traditional literature class. However, unless the technical student can see relevance and application of course content to his goals, he may remain convinced that he is wasting his time.

If traditional courses do not address this problem, no amount of required literature courses will benefit more than a small percentage of students. Similarities exist in all

general education areas.

The educational system must act to correct these problems. The historical approaches taken by the educational community have often proved futile. One common misconception is that given sufficient funds, elaborate training aids, and programmed teaching systems, the student will educate himself. Another is that since most such programs must train only to a minimum level, trained educators can acquire that minimal knowledge and successfully operate a technical training program because they know how to teach. Both of these approaches are, at best, only going to produce a minimally acceptable product. Both approaches fail for the same reason. They both ignore the key ingredient in a training program that will consistently produce a highly qualified, competent graduate — the technical instructor.

Shortage of Technical Instructors

There always seems to be a severe shortage of technical instructors. The system is not designed to attract and hold competent technical instructors, it is set up to attract and hold academically qualified instructors. The technical instructor must know his subject on a professional, current, working basis. He must know that his ability and knowledge are at a high professional level. He must be more than passingly acquainted with current practices, materials, and equipment. The instructor must want to share his knowledge, and he must know how to share it. Above all, the technical instructor must be able to motivate the mechanically oriented student whose educational experience in the traditional academic environment may have been somewhat lackluster. Such a student is quick to detect an instructor whose knowledge is shallow and outdated, or one who lacks enthusiasm and experience in the practical area. When this is the case, learning slows, and at best the program will produce only a mediocre graduate.

Teacher education programs, redundant with sophisticated educational theories,



teaching techniques, and educational “goobledgook” will never produce a competent technical instructor in a high tech field. Those instructors employed by private industry in industrial training programs are almost without exception required to work concurrently in the field in which they are instructing. Traditional academic institutions, with their emphasis on academic degrees, often bypass technical expertise in favor of past academic performance. In an academic environment this is both necessary and good, but in technical training programs, it serves to staff educational institutions with instructors skilled in educational theory but shallow in practical expertise. Professional advancement in such a system is usually heavily biased in favor of academic performance rather than technical

competence. Many excellent technical instructors leave such institutions and seek employment where their expertise is rewarded rather than depreciated. Until this disparity between vocational qualifications

and the academic world is equitably resolved, both areas will suffer, and excellent technical instructors will remain in critically short supply.

Team Teaching in the Humanities

Ace G. Pilkington

No place is where I want to be,
Suspended in endless agony,
Peaceful and passionless,
Using my usefulness,
Only moderately.

Dianna Kearney

The poem above is one of the results of a course called "Utopias in Life and Literature," which I team taught with Arza Evans during winter quarter of 1982-83. It was an experimental course at Dixie College, partially funded by a grant from the National Endowment for the Humanities. Though most of the students fell somewhat short of the level of sophistication that is evident in the poem, almost all of them did learn something about the nature of humanness and the humanities, due, in large measure, to the fact that there were two teachers present in the classroom.

One of the main advantages of an interdisciplinary approach is, of course, the doubled vision — different backgrounds, different training, and different decisions about those ultimate human choices which we are all obliged to make. Though I had never team taught a course before, I had expected this advantage, and I was able to detect the benefits immediately. The students' first reading assignment was Thomas More's *Utopia*, and we moved gradually (and sometimes not so gradually) from the image of Thomas More as humanist, scholar, and saint presented in Robert Bolt's play (and later film) *A Man for All Seasons* to the image of Thomas More as fanatic, bigot, and inquisitor

that emerges from recent biographies such as Jasper Ridley's *Statesman and Saint* and Alistair Fox's *Thomas More: History and Providence*.

The transition from one view of More to the other did not have the smoothness of inevitability that so often marks progression within classrooms; instead, the movement was tentative, often mildly combative, usually quizzical, and always self-conscious. Often, the dialogue of defense and attack between the instructors exploded into discussion among the students, and the result was that almost everyone became involved in an active process of weighing evidence and drawing reasoned conclusions. As one student wrote in the class evaluation, "The problems brought up and dealt with are timeless questions that require thought, effort, honesty, and the participation of other class members . . . The conflicts in class are stimulating and educational."

Advantage of Disagreements

I had not realized before I started teaching the class just how much of an advantage the disagreements between instructors would prove to be. Though Arza and I did not go so as to deliberately stage a conflict (as Allen Payne and Joe Green had done in a similar Dixie College experimental class the quarter before), we made no attempt to reconcile our differences and present the students with a united front. As a result, we were not forced into making those parenthetical and only half-believed disclaimers that begin: "This is my opinion and the opinion of some scholars; you should keep in mind that there are other

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scholars who have different opinions." There was no question in anyone's mind that viewpoints differed on some of the subjects we were examining. I think this contributed not only to the ultimate breadth of vision that the class achieved but also to the freedom of the daily discussions. As one student remarked in the course evaluation, "I especially enjoyed the way we had class discussions every day and the teachers did as much listening to the students as they did talking to them."



Frustration and Illumination

As the quarter went on, another advantage — totally unexpected, looming up from the mists of student distress — began to emerge. As one student said in the evaluation, "It is a little difficult to handle the team teaching. A lot of a person's success in a class is determined by his relationship with the instructor." However, that same student also said, "Probably no other class on campus gives as close a look at humanness and what humanity is striving for as this one." Many other students also perceived the team teaching as difficult to handle, unsettling, and sometimes frustrating, but they still found the class useful and illuminating. Why?

The answer emerged in our discussions of Aldous Huxley's *Brave New World* and the conditioning that is inflicted on the people in that fictional society. Many of our students thought of the conditioning in *Brave New World* as entirely evil while at the same time

regarding the conditioning in their own society (when they were willing to admit that there was any) as essentially good. They were even willing to participate in and help with their own conditioning. In fact, some of them seemed to see their educational experiences as slightly more sophisticated exercises in the process. In this view, the teacher becomes an absolute authority with complete control of the closed system that is the classroom, and what the students learn is not how to think, but how to give the proper response to a particular stimulus.

There are few things more likely to upset this comfortable arrangement than having two teachers in the classroom who disagree with each other. The students, no longer able to shelter under the dubious umbrella of the right answer, are pushed out into the weather of the world and buffeted by conflicting elements. If the teachers also insist that the questions the class is raising are questions for a lifetime and not for one quarter, the uneasiness and the illumination may continue well beyond the end of the course. As one student summed it up, "The group discussions were very good and they brought out our own individual conditioning that many of us thought we did not have. This class and the way the material was presented was quite mind stimulating."

Conflict, Cooperation, and Respect

Finally, perhaps the greatest advantage of the team teaching was that it presented the students with examples of disagreements that led to dialogue and resulted in toleration, of conflicts that ended, not in terminal confrontations, but in cooperation. The study of the humanities, as we tell ourselves and each other so often, increases our understanding of other people, other cultures, and opposing points of view; it is a study that clears away the debris of bigotry and replaces the simple self-defeat of hatred with the complex creativity of sympathy. But too often the process works better on paper than it does in the classroom; the words flow well, but they are

not enough to wash away old habits.

One of the students in our Utopias class angrily said, looking across the aisle at another student, "How can I be friends with him if we disagree about the things that really matter?" And what he meant was that it was impossible to disagree and still be friends. Team teaching, where the teachers disagree but respect each other and work together, presents an image of toleration that is, if not more powerful than similar literary images, at least more immediate and, for some students, more believable. It was, in part, the team teaching that made it possible for the students to discuss ideas freely and accept

each other's differing views. It was in large measure the team teaching that made the class one small stage in the journey toward humanness rather than one more hurdle in the race for the degree.

The team teaching also seems to have been a factor in making the three experimental courses successful in terms of student numbers. There were 35 students in the fall quarter class, 47 winter quarter (Utopias), and 50 spring quarter. As a result, our humanities experiment will continue next year at Dixie College. Perhaps in the future the number of courses and the number of different disciplines can both be expanded.

Teaching College English in the High School

Greg Clark

In every high school there are seniors who finish their graduation requirements early and need something worthwhile to do for the rest of the year. At Provo High or East High they simply are given premission to cross the street and climb the hill to take a course or two at the university during their last high school days. The practice of releasing eligible seniors for a part of the day to take basic courses on a nearby campus is a good solution to the problem for seniors who finish before the high school year. That is, it's a good solution for most schools. But seniors at South Sevier High or Delta High, for example, have to travel an hour and a half to get to that "nearby" campus.

For high school students in rural Utah the solution is not quite so convenient. Snow College, the "nearby" campus for six south-central Utah counties, is simply too far away to allow part-time attendance for most rural high school students. The distance is even too great to allow instructors to take selected courses out from the Ephraim campus to a few area high schools and still carry their professional loads on-campus. Snow College simply cannot provide the ideal solution for high school seniors who have completed graduation requirements.

Adjunct Teachers

Snow College and ten area high schools have created a program to meet the needs of seniors to get started on their college work which is, while not ideal, a reasonable compromise. Essentially, it is based upon the use

of trained and supervised high school teachers, functioning as adjuncts, to teach selected courses for Snow College credit in their schools. Freshman composition, American history, math, and chemistry courses are currently being taught in this program. This paper examines the program in the specific terms of English — two freshman composition courses per year in each of ten high schools — but the discussion applies to any basic college course conducted in such a situation.

Initial Objections

Our three initial objections to the program, as an English department, are still our primary concerns. First, a high school teacher, by definition, lacks the specific training and experience required to teach those courses as they are taught on campus. Second, a high school teacher, however well-prepared, works from a philosophical orientation different from that of a college instructor. In a high school the teacher is, by law, a surrogate parent and, by implication, as actively concerned with the emotional and social well-being of students as academic achievement. Third, a high school classroom, familiar and intimate, which is regularly interrupted for various activities, and which provides time for individual study as well as lecture and discussion, is fundamentally different from a college classroom. In college, the classroom is neutral and formal. Everyone is equally a stranger in the room, and the pressure is on everyone equally to be present each

GREGORY CLARK has taught in the Snow College English Department for six years and has served as department head for the last three years. He has an M.A. in American Literature from Brigham Young University and is currently on leave pursuing a Ph.D. in rhetoric at Rensselaer Polytechnic Institute in Troy, New York.

day, prepared for intensive instruction. Our initial fundamental objection then is still our concern: that courses offered in the high schools, because they are in the high schools, cannot duplicate exactly a college educational experience.



Facing Reality

Recognizing that we could not at once duplicate the ideal of a campus faculty and environment and meet the needs of these students, we began to work with the realities. We revised and expanded the departmental syllabi to document a comprehensive definition for both courses. Then we selected each adjunct instructor based on an evaluation of academic preparation, teaching experience, and esteem by students and faculty. We prepared guidelines that ensure frequent contacts of on-campus faculty with adjuncts. First, adjuncts are required to attend three meetings at Snow where they can discuss theory and standards with college faculty members. Second, each adjunct meets with the head of the Snow College English department once a year for individual discussions of the course and its progress. Third, we are in the process of developing a grade-exchange system that will allow a college instructor to evaluate papers of a high school

section and then visit the class for explanation and discussion. Finally, the college and the school districts combined last summer to send a group of adjuncts to the week-long Conference on Freshman and Sophomore English at the University of Wyoming, one of the most intensive and broadly-based gatherings in the discipline. Reactions were so positive that the opportunity will be duplicated this summer. Such experiences provide the adjuncts with various opportunities for the specific training and philosophic adjustment needed to teach courses equivalent, if not identical, to those provided on campus.

High School Advantages

A high school classroom and a college classroom are fundamentally different. However, inherent in the high school setting are some distinct advantages for the teaching of composition. The most obvious is time. A composition class on campus meets three days a week for ten weeks. A composition class in high school meets five days a week for sixteen weeks. In a high school the class time is doubled, allowing for interruptions for activities. A second advantage can be class size. Often, a composition class in a high school is smaller than one on campus, allowing greater opportunity for students to receive individual instruction. However, some of our adjuncts are dealing with excessive class sizes. A third advantage is that the students in a high school composition class are by requirement advanced, motivated, and talented. Such a group can sometimes be more stimulating and inquisitive than is usually the case on-campus. Essentially, the individual responsibility placed upon the student in the college environment cannot be duplicated in a high school, but perhaps more can be gained from the advantages inherent in the high school environment than is lost.

Selected high school students taking freshman composition courses under the guidelines and supervision of the Snow College English department appear to be receiving an education that, while not identical,

is comparable in quality to that received by their on-campus counterparts. As the program matures and as the adjuncts become more experienced, that quality will likely improve. The goal of developing an off-campus program that realistically approaches the ideal of an on-campus experience is, in this case, a reasonable one that we can expect to reach.

Unexpected Outcomes

As we reach for that goal, we find some needs being met that we did not intend. Snow College is developing, in the high school ad-

juncts, a qualified faculty to provide courses to adults in outlying areas in the future. More significantly, though, there are English teachers in the high schools who understand clearly what college English courses will require of their students. There are students in these high schools who know what college composition courses are like. Other teachers and other students can learn more about the nature of college courses, and all students can leave high school better prepared. Perhaps that alone is a justification for the program.

Why Not Get Paid for Your Writing?

Roselyn Kirk

Many students regard imaginative writing as a hobby, an escape or a vehicle for expressing themselves, but few plan to write for money. The 15 students who signed up for a writing class winter quarter at Utah Tech/Salt Lake were typical. Most of them had dabbled in writing, but were motivated more strongly by the promise of three credit hours in general education.

"Why not be paid for your writing — for doing what you like?" I asked on the first day of class. "Our purpose is to get you published." After the first incredulous looks had washed from their faces and the last "I'm not really a professional writer" had vibrated into silence, they agreed to try to think like professional writers — at least for one week.

The Job Market

Our charge at Utah Tech/Salt Lake is to prepare students for the job market. Why couldn't this charge be applied to the writing class that we were offering for the first time? Some freelancers begin writing part-time and find that writing can be a moneymaking hobby; some freelancers, that is, who do not have fragile egos.

These students, who ranged in age from 23 to 65, had several assets that all writers need. They had lived extensively, had wide work experience, and were compulsive readers. What they lacked was the confidence to search the writing market and send out manuscripts that probably would be rejected at first. They needed to learn that writing is a

non-discriminatory profession in which education has little to do with success. The difference between an amateur and a professional writer is that the professional has gone beyond ego. She views her writing as objective. She sees writing as a business in which she offers her wares for sale. "Good writing can be learned," I told the class, "but never taught effectively."

At the end of the first week, they had agreed to teach themselves to write. They were committed to gear their writing to a specific market, to mail off their query letters and manuscripts as the salable products of their experience. In this plundering of their experience, they would become people studiers. They would learn to organize, to play with writing structures, to believe in their own voices. They would write in one gulp and then digest. They would sharpen their pencils, edit, and rewrite.

Sharing Topics

We began with a listing of topics. One student had returned to school after he had retired from the armed services. One young mother had recently left her husband because he had abused her daughter. Another — a mother who had become an expert in children's stories after reading-marathons with her three boys — wrote a story to quiet the monster in the basement that her youngest son feared.

At first, Fridays were sharing days where one idea became the mother of others and, as

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each was born, it was recorded in the student's potential publication list. A study of the magazines that the students found listed in *Writers' Market* showed that most magazines publish more non-fiction than fiction. The fiction market is shrinking since many readers seek escape in movies and television and leave the market open to readers who are hungry for the facts. Often the fantasies once imagined by the writers of fiction are not as interesting as the present facts.

The students began to search for additional experiences besides their own, and the interviews were born. One student, who worked as a guide on Temple Square in Salt Lake City, discovered that another guide he knew there had been on the *Arizona* when it was bombed at Pearl Harbor in 1941. Another scheduled an interview with a male dancer who was in one of her classes. They sharpened their interviewing and observing skills. They agreed with Ernest Hemingway who said that if a writer quits observing, he is finished. They perceived that many ideas come from reading people.

Queries and Responses

Query letters, a showcase for their writing skills, were written, typed and mailed. "Yes," the answer came back. The editor of the LDS Church Section of the *Deseret News* would be interested in seeing the article about the man who escaped death on the *Arizona*, but the student should concentrate on the spirituality of the experience. Another query response was positive. The editor of a local magazine wanted to look over an article about the PTA in Utah, which one student was organizing after extensive interviewing.

As the experiences were shared, students learned how to analyze the article market. Magazines buy ideas that satisfy their readers. There are over 15,000 magazines that accept freelance material. Many times the small trade journals receive only a few more articles than are needed. One student began to research an article for the *Homebuilders'* magazine, while another believed that her

husband's company publication would buy a story about a Christmas furnished to a needy family.

Few writing texts supply information for students who want to write to sell. Traditional creative writing texts and teachers have embraced the skills of writing poetry, short stories, or personal reflective essays. But profitable free lancing requires the students to master the three R's — research, reader identification, and relevance. The study of fiction techniques such as conflict, suspense, characterization and dialogue is required in nonfiction. Students found that the skills learned in the expository writing classes, which emphasize the gathering of information, were combining with the creative insights learned through the magazine article class.



Discipline to Write

In looking at writing as a business, students found that the stereotype of the professional writer as a gifted eccentric disappeared, and they learned that those who make it as writers learn discipline. A writer can't wait for a quiet time or one with no interruptions. Writers work from their active experiences and write

daily. One student wrote an article for a health magazine about how she, having always felt un-coordinated and hopelessly unathletic, had become a compulsive jogger. Then she took another breath and wrote about her volunteer work with unwed mothers. Before she became paralyzed with the fear of her own inexperience, she mailed off the two query letters and received a positive response from one.

One student who lived at the YWCA discovered that she dwelt in an incubator of ideas. There she met battered wives and talked to women who were working their way back into society from criminal halfway houses. She filled notebooks with her interviews. One will be published in the college newspaper in serial form. As a published writer, she now considers herself a real freelancer. Her surge in self-respect has accompanied the leap in writing ability.

Two students were drawn to children's fiction and non-fiction. One, a student teacher enrolled concurrently at a 4-year college, wrote about a child lost in a store. With her training in the psychology of children's fears, she received a positive response from the editors of *Highlights*. They are presently considering her manuscript. Some students learned that the good children's author writes for the child in herself. One called a local children's author and compared ideas. After she completed her children's story, she contacted the commercial art department to try to set up a partnership with an illustrator. She plans to take another writing course to hone her skills. Another student signed up for a grammar class since she was handicapped in editing skills needed to refine her article.

New Markets

A provincial attitude surfaced one day when I suggested that some of their experiences could be rethought and submitted to a confession market. One student, who planned to send her story to *Woman's Day*, was offended by the suggestion that it was a

natural for the confession market. The article described her long-time search for her father, which ended happily when she was 40. She finally agreed to re-style the material and use it twice.

If writing is a business, an adjustment in the product makes it twice salable. Students began to search for other markets — for another angle for the same facts. They re-organized and re-structured. The woman who lived at the YWCA wrote a Christmas story about a small boy who didn't believe in Santa. He was the child of a battered mother. While living at the Y, he found not only Santa, but adopted aunts and grandmothers who taught him about love. The students who had talked about style in writing and literature classes now became stylists themselves. One student discovered that his experience in a meditation workshop could be re-programmed and come out as a science fiction short story. Sometimes the facts turned into fiction or poetry. But that happened after writing nonfiction had taught the students how to tell a good story.

Learning Discoveries

What then did we all learn from this writing experience? First, we discovered that lifetime happenings had resulted in reams of material from which to write. Sometimes the story was straight from the heart — as was Carol's poignant article about finding her father, or Susan's painful memory of seeing her child struck by her husband. Other times it was based on practical working experience as was Dianne's sensible article on how to reorganize an office filing system.

We learned to structure experiences. We discovered that structure can be manipulated into other forms, that nothing in writing is sacred. Even the most beautiful prose can be altered and shifted.

We learned that writing the first draft is only the beginning. The second and third drafts are the painful ones. There the purple prose must be painfully cut. The clutter must be amputated; the pompous words cut to sen-

sible size. The fiction techniques of narration and dialogue added to flesh out the initial experience.

We learned that every article must have a hook, a lead, or a beginning to get the reader involved enough to turn the first page. That hook can be a startling statement, an anecdote, or a piece of poetic prose.

We learned more about grammar, about words, about how to use the thesaurus and the dictionary — even though we thought we knew it all.

We learned the value of sharing observations, of filling idea books, of knowing the

supply was inexhaustible.

We learned that writing is a lifetime work and that those of us who are haunted by it might as well try to make a profit. When my students left the class, which we all knew was only a start, they pledged to keep in contact — to call with questions and to brag about their successes.

And finally we learned that living is research. With skill and expertise, we can turn everything that happens to us into writing. Hemingway's statement — "I report what goes on. I've always been a reporter" — became our guide.

The Accountant's Use of the Computer

Heber Moulton

Suddenly it's here. Big as life. That whole new technology of electronic brains, computers, printers, screens and other things I do not understand.

We marvelled. We criticized. We feared. We distrusted. And — we accepted. We had to. It just wasn't going to go away. And here stands the elementary accounting instructor — absolutely sure that knowledge which he or she is imparting to those new accounting students will not only make their lives happier but will also help to create a better society.

Utah Technical College at Salt Lake had developed a strong, effective applied accounting program. Students had been well accepted by industry. But — suddenly things were changing. The employers were buying big and little computers. And employers wanted employees who could make those computers do their accounting.

A consensus seemed to be emerging from our faculty:

1. If our students were to find work, they must be oriented to the computer.
2. If the students were to advance beyond the entry stage, if the students were to become significant members of the firm's accounting staff, if the students were to advance in the firm and to receive the corresponding financial rewards they still had to know the principles of accounting.

We felt that we had part two in rich abundance. But now, we must integrate part one into our curriculum.

At the end of Fall quarter 1981, Dean Rita Rodi asked this writer to develop curriculum for the "Accountants' Use of the Computer." Fortunately, I had had five years of computer use.

Choice of Equipment

What about equipment? Our accounting staff discussed this at length. There was certainly no consensus. We already had a large mainframe computer and nine terminals that could be utilized. The mainframe has considerable latitude in application. Although we would have to create the software, use of the mainframe appeared to be the most economical way to proceed.

On the other hand, the micro-computers are far more significant from a numbers standpoint. (Refer to Dr. Michael Homer's article in the 1982 issue of *Focus*.) In addition, the micro-computers use floppy disc drives for storing and retrieving information. And certainly our accounting students needed to be oriented to the micro-computers. We wanted the best of two worlds — the latitude of the mainframe and a working knowledge of the micro-computer.

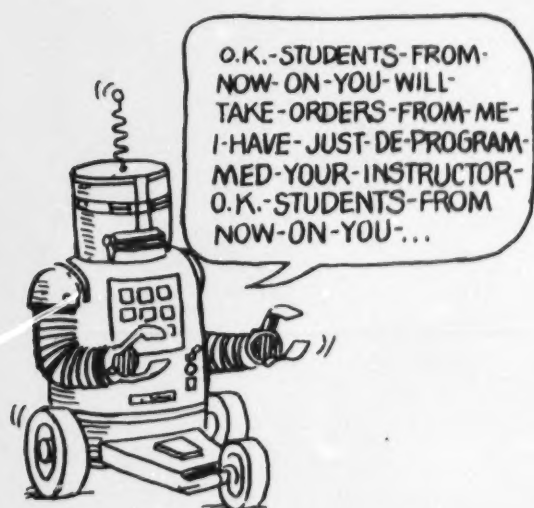
Combined Computer Lab

At this point another development occurred. The Business and General Education Departments — each with limited resources — combined their few micro-computers into one computer lab. A lab technician was hired (a former student with Data Processing training) to assist students during class and

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open lab time. The nine mainframe terminals were moved into that same lab. We now refer to this as the "Micro/Mainframe Computer Lab."

Administrators were cooperative in assigning a programmer to design a software accounting package. Like every significant software program, it has required debugging. The results have been a positive experience for the students, however, since they have been able to relate to the computer, its program, its limitations, and they have been able to solve problems.



Instructional Package

It has been stimulating to develop the instructional package as the software program emerged. It would have been impossible to accomplish what has been achieved without the cooperation of our word processing staff. They have been very supportive.

Each of our previous experiences condition what we present in the classroom. There was no exception here. As we developed the software package and the instructional package, prior work experience dictated the direction. For the first three weeks, the class learned ideas to apply accounting concepts on the computer. These included:

- (1) the numbering of pages and lines on each of the financial reports;
- (2) a modified method of creating the chart of accounts, using Real, Nominal, AND Header (classification) accounts;
- (3) designating the "Carry Forward" lines. (Before ever touching a terminal, the student had created an income statement, and balance sheet with several computer-related facets).

Our next step was to give the 'keys' to the computer to students by teaching them to access the computer and then assigning individual passwords. The students then entered the information pertaining to the companies which they had created — including establishing fiscal periods, entering the chart of accounts, making journal entries and entering the statements which they had previously designed into the computer.

Program Variations

The program itself allows for some interesting variations of traditional accounting reports: The statements allow for a current period income statement and a year-to-date income statement. The balance sheet shows the usual YTD information, as well as the amount of the change in the current period for each of the real accounts. Statements are also designed to print the relationship between net sales and each of the other line items in the income statement, and the relationship between either total assets or total equities to each of the line items on the balance sheet.

The second part of the instructional package is a practice set. It involves three separate operating entities, selling two different products. The student designs an income statement for each of the operating entities one for the office and one combining the three operations and the office. The net income for the entire operation is carried forward into the retained earnings account in the balance sheet.

Student Motivation High

The students have been highly motivated. However, it has been confirmed repeatedly that the student needs to understand accounting principles if he/she is to rise above entry-level positions.

Another instructor, Rex Holt, created a payroll program for the mainframe. Students are given the experience of entering and retrieving payroll information.

Most of our effort during the quarter is concentrated on the mainframe computer. The final facet of the course is an orientation

of the students to micro-computers. They learn to use the disc drive and printers, to call up programs from a storage disc, to modify the program, to store it on a disc, to recall the information on the disc to the screen, and to print from the screen to the printer.

The teaching of accounting principles remains a primary objective. We believe that we have superimposed on this program the acquisition of technical computer skills to the end that our students can not only access the job market — but they can continue to work for employers as valued accountants.

Developmental Education: The Second Chance?

Janice R. Fauske

Introduce the topic of developmental or remedial education in Utah's colleges, and hackles begin to rise. Some believe that developmental education in college is double-dipping from tax dollars. Duplication of effort is, I think, the official term. Standards, they argue, must be maintained in public education. No one should be allowed to graduate from high school without attaining certain standards. Others, often chided for their "bleeding heart liberalism," contend that the poor, disadvantaged souls must be provided a second chance for an education. Circumstances and social prejudice, they insist, have undermined the success of some students. Truth can be found in both arguments, but an understanding of the issue and its real implications for the educationally disadvantaged can be determined only after a thorough look at what developmental education is and what it does in today's educational arena.

Developmental vs. Remedial

What is developmental education at the college level? Developmental courses, sometimes confused with remedial courses, could in their broadest application include every course taught at every college or university in the state. *Developmental* is that term which applies to the learning of sequentially related information and is characteristic of all learning. In other words, developmental refers to the natural acquisition of knowledge, both

process and content, in which learning one skill or content area usually precedes learning another. Simply stated, learning calculus requires that one first begin by counting. All students proceed developmentally from one point to another although at different rates. Developmental education is that collection of courses which are available to move a student along a continuum of learning toward a particular educational goal. It is designed to meet a student where she is now and allow the opportunity for greater and more advanced learning. From this perspective, learning is a process, and content is a continuum to which that process is applied.

Remedial education, however, denotes a backwards movement or repetition of processes which were not initially successful. Many people feel that when students do not meet the expected standards, especially those for math and English, the college coursework they complete to reach that standard is remedial. But that course work is only remedial when the student has been exposed to the same process and content before unsuccessfully. In many instances, such previous exposure has simply not taken place. If a student has not seen a book or a newspaper by the time she reaches school age, for example, then she is below "standard" before she ever begins. Those students (who are more numerous than we would like to think) may be learning at a fairly rapid rate, but most of their school years are spent in the catch-up

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cycle. They may still not have caught up by the twelfth year. For those students and for others who do not fit the traditional structure, the kind of basic education offered through Utah's colleges and universities is not remedial but is developmental and, therefore, a natural learning segment in the educational growth of individual students.



Lack of Fit

To say that a student has not achieved a certain standard, then, may be accurate, but it may be partly the fault of the system and not the fault of the student alone. As the preceding discussion shows, simply because a student has not achieved a prescribed standard does not necessarily imply a lack of motivation on the part of a student, nor does it automatically imply a failure of the student to take advantage of the opportunities afforded her. Failure to achieve a prescribed standard is evidence of a lack of fit between the student and the educational system of which she is a part. That lack of fit may sometimes be due to a poor intellectual ability of the student, but more often can be attributed to economic, cultural, maturational, or learning style differences between the student and the school.

In any case, failure of the student to "learn" may in fact be a failure of the system to meet her needs, and a failure of the educational system to meet her needs implies, at least in the United States, a responsibility for society to try again.

Double-dipping or New Opportunity?

Let me expand this rationale for offering developmental courses at the college level further by applying the term *developmental* in its broader sense. Consider as an example the student who generally excels in high school, completes a rigorous sequence of math courses, enters a university, and chooses engineering as a major. Although she had taken calculus in high school, she may not have done well and may wish to strengthen her skills by taking college calculus. If she takes calculus in college, then would that course be considered developmental? Would it be called duplication of effort or double-dipping into tax dollars because she has already taken the course in high school? I think not.

Consider a second example, if a student from a rural area of Utah attended a high school where foreign languages were not taught and she later was required to take foreign language in college, should she be denied such an opportunity? Of course not. But foreign languages are indeed taught at most high schools, and students commonly take courses in the same foreign language both in high school and in college. Is offering those courses in college, then, duplicative at least at the introductory levels? Removal of introductory foreign language courses because of duplication would injure the chances of particular students for obtaining a post-secondary degree, especially since colleges and universities frequently indicate a need for foreign language experience in both their admissions and graduation requirements.

Removing Barriers

However, the argument for eliminating developmental college courses which are taught in public high schools is usually di-

rected toward the more commonly taught courses of English and mathematics. But why is duplication of courses in foreign language or calculus any different from duplication of courses in English and more basic mathematics? Some suggest that removing developmental courses is not the answer, but that colleges should, instead, charge additional fees to make those courses more self-supporting. Contemplate these factors related to requiring a fee for developmental courses above the regular tuition. The rising average age of the college student population and the American ideal of educating all citizens dictates a need for developmental coursework in many areas upon entry to college. According to John Roueche and other scholars (*A Modest Proposal: Students Can Learn*), the need for developmental coursework is found most often with students who are also financially needy. The very students who need developmental courses, then, are those who may have difficulty paying basic tuition. To hinder those students through reluctance to offer developmental coursework and by adding cumbersome fees constitutes a double barrier to the success of

those students.

Just as taking a foreign language course is a first-time experience for some students, taking developmental English composition or algebra may be a first-time experience for others. Some of Utah's colleges which adhere to an open admissions policy have little control over what courses a student has taken in the past or how long ago. In upholding the American ideal of providing educational opportunities for all, Utah institutions of higher education should not intentionally impede the progress of any student toward a post-secondary degree. They should, instead, facilitate that progress. Placing obstacles, such as the lack of opportunity to improve skills or the requirement of higher fees, in the paths of educationally and financially needy students is indeed impeding their progress.

Education for all is a uniquely American tradition. It is surprising that some would foster such a negative view toward developmental education. Developmental education offered through Utah public institutions is not a luxury or an expensive "second chance." For some it is the first real chance for success.

Remedial English Students in Regular College Classes

Roger G. Baker

Two truths about remedial education seem to be: 1) remedial education is expensive, and 2) no approach has yet been identified as being completely successful.

Despite these problems, the number of college remedial courses increased by 22 percent between Fall of 1979 and Fall of 1980, according to a survey conducted by *The Chronicle of Higher Education* published in June of 1981 (Magarrell). The increase in basic grammar and writing remedial courses was 29.7 percent during the same period.

This growth in college remedial classes came during a time when the National Center for Education Statistics estimated that college enrollment increased 3.2 percent (Magarrell, 1981). It was also at a time when resources for higher education seemed to be dwindling. This paradox of dwindling resources and increases in remedial instruction exists in Utah's colleges as well, where some institutions have opted to make remedial instruction self supporting while others have chosen to fund it within the regular program budgets.

Remedial classes in the United States presently amount to only one percent of all courses offered at private colleges and three percent of all courses offered at public colleges. The percentage at Snow College is less because small standard classes can make remedial classes less necessary. Even with few remedial courses at Snow College, it seemed appropriate to study the effectiveness and efficiency of remedial English courses in sol-

ving the remedial problem as compared to the regularly established courses of study.

Performance Comparisons

Most evaluations of remedial programs focus on the progress of students in remedial classes. Few have attempted to compare the performance of remedial students in remedial classes with remedial-eligible students in standard classes. Snow College has made such a comparison with English students on three different occasions, and on each occasion has demonstrated that remedial eligible students can benefit from standard courses.

The objective of the Snow College study was to evaluate the performance of remedial-eligible students in remedial and standard English courses. Remedial-eligible students were those scoring in the lower quartile on the McGraw-Hill Writing Test. The achievement of students in remedial classes as measured by this test was compared to the achievement of remedial-eligible students in standard classes at the College. The following chart describes the research and shows when comparisons were made.

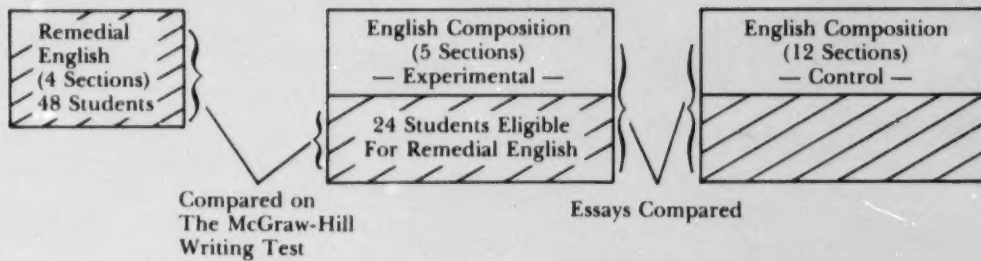
The standard English classes were taught by teachers with no special training in remedial education.

Findings

Evaluation of the findings of the experimental sections of English composition and the control sections showed statistically significant gains by both groups from the

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RESEARCH DESIGN



pre-essay to the post-essay. There was no significant difference, however, between the experimental and the control sections on the essay criteria, indicating that English composition instructors had not compromised the objectives of the English composition classes to accommodate remedial students.

Statistically significant gains were made by the remedial English classes on the language mechanics sub-test and the sentence patterns sub-test of the McGraw-Hill test. There were no other statistically significant gains made by remedial eligible students in the English composition classes even though there were slight gains.

Despite apparent gains by the remedial students, on no sub-test was there a significant difference between the remedial English students and the remedial eligible students in English composition classes.

A serendipitous finding was that the attrition rate in the remedial sections was 24 percent, and the attrition of students eligible for remedial English, but attending the English composition classes, was 14 percent. Retention of remedial students was greater in English composition.

Conclusions

1. The attrition rate of remedial students was greater in the remedial English than was the attrition rate of remedial eligible students in the freshman composition classes.
2. Freshman composition teachers did not appear to compromise the objectives of the English composition classes to accommodate remedial students. This conclusion is based on the fact that the independent essay ratings for the experimental and standard sections were not significantly different.

3. Significant gains were made in language mechanics and sentence patterns in the remedial courses. The gains were not, however, significantly different from those made by remedial eligible students in the freshman composition classes.



This study did not clearly demonstrate whether or not remedial English or standard freshman composition classes were more effective for remedial eligible students. The study did demonstrate, however, that remedial eligible students can benefit from a standard freshman class, and can, in fact, make as much progress as similar students in remedial English classes. It is also important to note that freshman English teachers can accommodate the remedial students without compromising the objectives of the class.

The fact that the remedial classes were not clearly superior in accomplishing the remedial function to the standard classes is an im-

portant finding which raises a question of cost versus benefit.

The two truths identified earlier are still true. Remedial education is expensive, but perhaps can be less so if it can be regarded as a last choice. For remedial students who can benefit from standard courses, the standard course should be a first choice.

It is also still true that no approach to remedial education has been identified as being completely successful. This study identifies an approach that warrants a full testing. With ingenuity, perhaps educators can benefit more remedial students in standard courses.

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Community Colleges in the Philanthropic Arena

Ray H. Beckett, Jr.

The economic conditions of the 1980's and stringent college budgets emphasize the need for two year colleges to become more productive in the development of funds from foundations, corporations, government agencies, and individuals. The financial crisis currently facing higher education also provides the rationale for greater involvement in private philanthropy.

Many four-year colleges and universities have been involved in fund raising and development for sometime. Excellent fund-raising records have been established and millions of dollars raised to establish endowments and to fund various educational programs and research. The competition is keen and exacting but need not be an obstacle for a community college's entry and participation in the philanthropic arena, searching for needed funds. It does, however, require financial support and a commitment on the part of a college's administration, faculty, and staff to raise needed funds. It takes money to raise money.

In addition to a commitment, proposals must be written, and probable funding sources identified. Many college faculty have asked, "What makes a good proposal?" and "What are the funding sources other than government grants?" This article will attempt to answer these questions.

Good Proposal

In-depth planning, preparation, and de-

velopment of a concise, well-written proposal are the keys to successful fund raising. To this should be added good ideas, demonstrated need, testing of the proposition, interest on the part of the potential funding source, and anticipated benefits.

Several basic elements are found in most successfully funded program or project proposals. They include the following:

(1) *Proposal Abstract* - This is a key part of any proposal. It provides an essential overview of the proposed project. The intent of the abstract is to capture the interest of the reviewer. It is content centered around the project's purpose, objectives, and plan of action. It also includes unique characteristics of the project that may be of interest to the funding organization to which the proposal is submitted.

(2) *Introduction* - The purpose of the introduction is to acquaint the reader or reviewer with the topic. It is a limited explanation, discussing the theory behind the topic or efforts that have been devoted to it. It demonstrates the proposer's familiarity with past experience and current thinking on the topic and an awareness of how the project relates to present trends.

(3) *Needs Statement* - This section explains why the program, project, service or research is needed on a local, state, or national basis. Needs should be well documented with objective evidence via statistical data, a literature

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search, needs assessment study, etc. The needs statement provides the reviewer with convincing evidence of a verifiable need, establishing a clear link between need and the project to be funded.

(4) *Objectives* - This component depicts the purposes, aims and goals of the project. Objectives should be measurable in quantifiable terms linked to the procedures and evaluation section of the proposal. An objective may refer to populations, behaviors, processes, products or a combination of these elements.

(5) *Procedures* - The procedures describe how the project will be carried out and identify activities to be implemented. The activities or methodologies of the project are related specifically to the objectives. Items usually included, are type of training (when, where, how much, what kind), how the project participants will be selected, and anticipated content of the products and how they will be developed.

(6) *Project Personnel* - In listing project personnel, the purpose is to convince the reviewer that project team members have the expertise to conduct the proposed activities. A qualifications brief is usually provided for each team member with a more detailed resume being included in the appendix of the proposal. Included are areas of expertise and capabilities related to the proposed project, education and job background, and publications and accomplishments. Responsibilities, lines of authority, and on-the-job relationships between team members are also discussed.

The project director is usually noted by name with an overview of demonstrated capability for handling fiscal responsibilities and providing effective project direction.

(7) *Facilities* - The facilities to be used in the proposed project should be cited with a description of how they will be used and the benefits that will occur from their use. Facilities include libraries, special service units, research and educational apparatus, laboratories, conference rooms, and media

equipment.

(8) *Time frame* - An activity sequence should be established for all activities to be implemented in accomplishment of the projects objectives. Completion dates and their interdependence should be specified for all activities. A time line schedule serves as a basis for achievement of objectives and the development of progress reports. The ability to stay on schedule is one of the most important aspects of project management.

(9) *Evaluation* - The evaluation section serves as an assessment of achievement of a project's goals and objectives. Evaluation can be formative (process assessment) and summative (product evaluation). The former provides feedback as a project progresses. It facilitates decision making on a day-to-day basis. It serves as a tool to measure task completion, assessing the adequacy of project staff and facilitates. The latter assesses project attainments or outcomes and the achievement of goals. In essence, the evaluation component of a proposal should discuss measurable ways to determine project success. One of the most important factors of the evaluation process is that it should be an on-going activity throughout the life of the project. Objective evaluation often dictates the need for qualified outside consultants to conduct needed project assessments.

(10) *Dissemination* - This section of the proposal should describe: who will be informed of the results of the project; which results will be reported; the form and methods to be used in disseminating the results (final reports, professional publications, papers to be presented at regional or national conferences, etc.); dissemination time lines or target dates after the project has been completed; and how the project can be replicated by other educational institutions.

(11) *Future Funding* - Private philanthropy tends to shy away from funding projects which do not demonstrate that follow-on funding will be forthcoming from another source when the initial funding phases out.

Hence, written arguments in support of funding the project through internal institutional funding sources or external organizations or agencies are often included in this section of the proposal. If a project will become self-sustaining at the conclusion of the initial private funding, statements to this effect with methodology for achievement should also be clarified.

(12) *Project Budget* - The budget is related directly to project objectives and activities. The elements of the budget section include discussion and justification of project personnel salaries, fringe benefits, use of consultants, travel and per diem expenses, equipment needs, project supplies, communications (telephone, mail and reproduction costs), use of computers (computer time and programming costs), and indirect or overhead costs as a percent factor applied to direct labor costs.

(13) *Resumes* - This section includes individual qualifications for key projects personnel and covers educational background, professional experience, certifications, publications, papers, research, presentations, association memberships, and accomplishments relative to the proposed project.

(14) *Letters of Endorsement* - Letters of endorsement can take the form of institutional support, community endorsement, financial commitment, project need justifications, anticipated or expected benefits, and continued support. Knowing that well-known and influential people in the field believe the project is worthwhile may have a direct positive influence on proposal reviewers. Letters of support should include key people in supportive organizations. Such letters should reveal an understanding on the part of the writer of the purposes of the project, and the endorser's desire to have the project implemented.

Funding Sources

Fund-raising efforts should be directed to sources of private support, foundations, cor-

porations, businesses and philanthropic individuals, including a college's alumni, faculty, staff, students, parents of students, and friends of the institution.



Success within the grantsmanship or fund raising and development game, whether it be with government agencies or private philanthropy, requires the development of informal contacts among agency personnel and private philanthropic organizations. The goal is to keep informed and to identify funding priorities and interests of such organizations. The cultivation of key funding source acquaintances can often be the difference between funding your project over another institution's project when all other factors are equal.

The success of an institution's fund raising and development efforts is measured by the ability to raise needed funds. This requires researching each prospective funding source, and matching the college's needs with the interests and priorities of each prospective funding source. Be realistic in the amount of funds that are requested in a well-written letter and proposal. To ask for more than an organization or individual is capable of giving can sometimes lead to no gift at all. In essence, design your appeal to meet the giving pattern and interests of each source from which funds are sought.

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A Parting Shot: Into Utah and Back Out Again

Vaun Waddell

It was almost inconceivable — an expanse of pavement so vast as to accomodate four dizzying lanes of traffic; an awe inspiring countryside with houses, even towns, always in sight. The impression is thirty years old, the occasion my first pilgrimage to Salt Lake City from the north provinces. From Foothill Boulevard that night I beheld an ocean of lights, almost a valleyfull, mirroring a universe of stars. This was the legendary city, the imperial capital of the great basin kingdom, whence sprang my cultural lifeblood. I bought a postcard of the temple with a little bag of salt attached and returned to the sylvan north to rogue potatoes on hot afternoons and haul barley bundles with a team of Shire mares.

A few years later, to the youth university bound, Utah was Academe, the repository of *sophia*, the hub of dispensation. Truly, there seemed no place else to go. The provincial sees the capital, with its cultural mystique and taxing authority, as a collection of knowledge, of direction, and of virtue. He assumes that his labor sustains august senators to hand down wise and just laws and venerable professors to assure constancy, define values, and ratify meaning. The cynic soon learns otherwise. Yet culture is learned, not inherited, and generations of intermountain provincials look to the great basin capital as the center of opportunity.

Zion, Utopia, The City of God: all are ideals of the urban impulse. The town's physical motives are defense and marketplace; its cultural necessity is specialization, the possi-

bility for an individual to have a unique vision and to pursue it. In the preindustrial city social striving was toward sameness, ironically hard to achieve because experience was essentially individual. The industrial city's intense specialization leaves even more surplus energy for individual attainment, energy that, with an alligator on every shirt and a Toyota in every driveway, often gets spent only in conventionally unconventional ways. For our striving toward identity, ironically we are as monotonous as cold remedies, as alike as light beer. Paradise is not yet regained.

Thirty years later the world seems larger than ever. Utah seems not to be its center but a place like any other and unlike any other. The universal center is now the individual soul, the spirit of any man or woman who strives for awareness, who is introspective, who feels kinship. Upon my retreat into the northern provinces, I take a conception of education as a process, not a commodity, and a conviction that it suffuses from individuals, not institutions.

As this country travails with the post industrial society, as defense becomes divorced from geography and the marketplace is everywhere, the need to discover (or rediscover) humanness is greater than ever. The purposes for which we built cities are not necessarily the purposes for which we expand them, yet human needs remain essentially unchanged. In the halls of academia, perhaps especially in the community colleges, lies our best secular hope of learning to live in a new world.

VAUN WADDELL, an English major and member of the FOCUS editorial board, was educated at the University of Utah and Utah State University. Following seven years in service with the U.S. Army Intelligence and eight years of residence abroad, he became Learning Assistance Director and English instructor at the College of Eastern Utah. He has recently accepted a faculty appointment at Ricks College, Idaho.

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